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ABSTRACT

The purpose of this report is to provide data on the educational program at Goldsmith Elementary School with a focus on several specific programs. The community from which the approximately 210 Goldsmith pupils came consisted mainly of lower-class, single-family dwellings, which were rented by the residents. The racial composition was approximately 45 percent black and 55 percent white pupils. The goals were: (1) to provide a reading program which emphasized the development of basic reading and communication skills by diagnosing each child's strengths and weaknesses and then individualizing activities for him; (2) to improve the child's self-concept and attitude toward school and especially to improve peer group relationships; (3) to increase parental involvement in school activities; and (4) to improve academic performance in the areas of reading and mathematics. Title I, Elementary Secondary Education Act, was the only supportive program that provided supplementary personnel, services, and funds over and above those supplied through the regular school program. Title I provided for one lead teacher and two educational aides. In addition, limited funds were available for materials and supplies. There were also provisions for corrective services in the form of eyeglasses and/or hearing aids for Title I pupils needing them. (Author/JM)

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READING, MATHEMATICS, AND SELF-CONCEPT: A THREE-PRONGED THRUST BY A SMALL SCHOOL

Goldsmith Elementary School
1972-73

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I. INTRODUCTION

The purpose of this report is to provide data on the educational program at Goldsmith Elementary School with a focus on several specific programs. The time period of this report is the 1972-73 school year. The information included in this report will permit persons at Goldsmith to reflect on accomplishments for the school year and to evaluate the reasons why some of the goals for 1972-73 were not attained. It will also serve as a report to other school and non-school persons about the educational program at Goldsmith.

In addition to the regular Atlanta Board of Education funds, Goldsmith had the following federally funded program: Title I, Elementary and Secondary Education Act (ESEA), English-Reading Program. This program will receive special attention in the analysis of the data on the educational program.

II. RATIONALE

Goldsmith Elementary School is located in the northwest section of Atlanta. Approximately 210 pupils were enrolled in Goldsmith Elementary School in kindergarten through seventh grade. The community from which the Goldsmith pupils came consisted mainly of lower-class, single-family dwellings, which were rented by the residents. The enrollment at Goldsmith experienced a slight but steady decline in recent years due partly to the fact that many community homes were being purchased by a local industry and thus ceased to be used as family dwellings.

The school mobility index remained rather high over the past three years and showed a marked increase in 1972-73. The mobility index figures for 1969-70, 1970-71, 1971-72, and 1972-73 were .41, .36, .52, and .55, respectively. This large mobility is accounted for by the fact that as many families became able, they purchased homes in other parts of the city. Their vacated dwellings were immediately rented to new residents, resulting in a rather large and constant flow of children into and out of Goldsmith Elementary School.

Goldsmith Elementary School maintained a stable racial balance over the past several years with a ratio of approximately 45 per cent black and 55 per cent white pupils. This balance was also characteristic of the Goldsmith community.

Based on the fact that an estimated 60 per cent of the pupils enrolled in Goldsmith Elementary School came from families with an annual income of $2,000 or less, this school qualified to receive supplementary funds and additional personnel through Title I, Elementary and Secondary Education Act (ESEA) grant allocations. Since the children exhibited a need to improve academic performance in the areas of reading and mathematics and also had generally low self-concept and a negative attitude toward school, these were the main areas of interest in the 1972-73 school year.

III. NEEDS

The following needs of pupils in Goldsmith Elementary School were identified by the faculty through observation and the use of both diagnostic and standardized tests:

A. To acquire basic reading skills.

B. To develop basic communication skills which are necessary for successful academic experiences.

C. To develop a more positive self-concept and attitude toward school.

D. To improve positive peer group relationships.

E. To have their parents become more cognizant of and involved in their school activities.

F. To improve overall academic performance in the areas of reading and mathematics.

IV. GOALS

In order to meet these pupil needs, the following goals were established:

A. To provide a reading program which emphasized the development of basic reading and communication skills by diagnosing each child's strengths and weaknesses and then individualizing activities for him.

B. To improve the child's self-concept and attitude toward school and especially to improve peer group relationships.

C. To increase parental involvement in school activities.

D. To improve academic performance in the areas of reading and mathematics.

V. PERFORMANCE OBJECTIVES

The following objectives were set forth to guide the school's programs for the year. The extent to which these objectives were accomplished served as a basis for evaluating pupil progress and program implementation:

A. The pupils at each grade level at Goldsmith will attain the predicted level on achievement tests as determined by their scores on the April, 1973 Iowa Tests of Basic Skills (ITBS).

B. Based on a longitudinal study, pupils in grades one through seven will show an annual improvement in self-concept and attitude towards school as measured by the Self-Appraisal Inventory (SAI) and the School Sentiment Index (SSI). A higher percentage for 1972-73 than was registered for 1971-72 will determine attainment of this goal.

The following objectives applied only to those pupils involved in the Title I program:

C. Title I pupils enrolled in grades two through six will increase their scores between pre and post tests in the area of reading on the Metropolitan Achievement Tests (MAT) at the rate of at least one month gain for each month in the English-Reading activity.

D. Pupils enrolled in the first grade will score at least 100 (out of a possible of 100 points) on Basecheck after participation in the English-Reading activity.

E. The Title I lead teacher will contact the parents of all Title I pupils to inform them of the program and the progress of their children, and to attempt to involve them in the activities of their children and the school.

F. A pretest measuring self-concept and attitude toward school will be administered to the Title I pupils in order to provide the Title I lead teacher and the regular classroom teachers with information about the level of the Title I pupils. Using this information, the personnel at Goldsmith can provide activities for those pupils with low self-concept.

VI. CRITICAL VARIABLES

Changes in the following critical variables were measured to determine attainment of the objectives for Goldsmith.

A. Reading Skills

1. Vocabulary.
2. Word Knowledge.
3. Word Analysis.
4. Comprehension.

B. Communication Skills

1. Language Development.
2. Auditory Perception.
3. Visual Perception.

C. Mathematics Skills

1. Mathematics Concepts.
2. Mathematics Problem Solving.

D. Self-Concept

1. Peers.
2. Family.
3. School.
4. General.

E. Attitude Toward School

1. Teachers.

2. Learning.

3. School Subjects.

4. School Climate.

5. Peers.

6. General.

F. Parental Involvement.

VII. SUPPORTIVE PROGRAMS

Title I, Elementary and Secondary Education Act (ESEA), was the only supportive program within Goldsmith Elementary School that provided supplementary personnel, services, and funds over and above those supplied through the regular school program. Title I provided for one lead teacher and two educational aides. In addition, limited funds were available for materials and supplies. There were also provisions for corrective services in the form of eyeglasses and/or hearing aids for those Title I pupils who were identified as having visual and/or hearing problems.

The lead teacher performed varied duties in conjunction with the Title I Program. Among the duties of the lead teacher were the following:

A. Coordinated Title I school activities with assistance from the area office and central office Title I personnel.

B. Identified those children who were to participate in the Title I Program, i.e., those with the largest educational handicap.

C. Supervised the educational aides as they worked with the Title I pupils individually and in small groups. This included providing the aides with an individual instructional prescription for each child, which indicated the area in which the child needed instruction, suggested materials for use in providing the instruction, and provided space for feedback and comments. (See Appendix .)

D. Coordinated testing of the Title I pupils.

E. Worked directly with parents in getting them more interested and involved in their children's activities at school.

The educational aides worked with the Title I children both individually and in small groups. One aide worked with upper elementary children and the other aide worked with the lower elementary children. The aides followed the instructional prescription provided by the lead teacher to teach and reinforce the pupils' reading skills. One aide, in particular, was extremely competent at teaching reading.

VIII. MANAGEMENT AND CONTROL

The Goldsmith faculty consisted of the following full-time and part-time positions:

No.	Title	Full Time	Part Time	Source of Funds
1	Principal	x		General
8	Classroom Teachers	x		General
1	Lead Reading Teacher	x		Title I
1	Social Worker	x		Title I
2	Educational Aide	x		Title I
1	Teacher of Educable Mentally Retarded	x		General
1	Teacher of Emotionally Disturbed Pupils	x		General
1	Librarian	x		General
1	Music Teacher		.2	General
1	Band Teacher		.1	General
1	Physical Education Teacher		.2	General
1	Speech Teacher		.2	General

All of the classrooms at Goldsmith were self-contained. Because the school was relatively small, with an average active enrollment of 200, there was only one class per grade level, except in the kindergarten class which had two sections, one in the morning, and one in the afternoon.

The social worker was primarily concerned with improving and maintaining pupil attendance. She visited in the homes of 98 families with children at Goldsmith. She was assisted in her attendance effort by an Economic Opportunity Atlanta (EOA) volunteer who also visited in the homes of absentee pupils whenever requested to do so.

Supportive persons from the area office and the Instructional Services Center were responsive to any requests from Goldsmith for assistance. Most of the contact initiated by these supportive persons was in the form of scheduling test dates for the Metropolitan Achievement Tests (MAT) and for the diagnostic tests of the Comprehensive Instructional Program (CIP). There was no outside inservice in reading or math during the school year.

The Goldsmith faculty was involved in several aspects of staff development. Although regular faculty meetings were held once a month, there were other meetings held for specific purposes, such as to discuss testing plans. The principal and the lead teacher were in constant contact with the classroom teachers and met many of their needs on an individual basis. Also, at least three faculty members were involved in graduate work.

After January, 1973, one major concern of the faculty was the knowledge of the closing of the school at the end of the 1972-73 school year. Every one was anxious about where he or she would be reassigned. This anxiety became more prevelant as June came closer and assignments had not been made.

IX. PROCESS

There were many activities provided by the three Title I, Elementary and Secondary Education Act (ESEA), personnel. A report of these activities was submitted by the Title I lead teacher. Her comments were as follows:

> Academically, the children began showing marked progress in reading skills after Christmas. Beginning in January, we put special emphasis on recreational reading. Four parties, at various times, were given for those who read five or more library books. Special attention was given to those who read the greatest number of books. This sparked much interest as well as competition.
>
> Student tutors were used two months during the year to tutor certain students. Many times this was an older brother or sister who helped the child at home under our close guidance. We had a party for the tutees which helped to create and to hold their enthusiasm.

Many of our children have problems of various kinds. We tried to help by giving them personal attention and by placing posters on the bulletin board concerning respect, kindness, and courtesy to others. The majority of the children developed a better self-concept. They talk spontaneously and at ease in a group.

About once each week, the specified children from grades three through seven would meet together from 8:30 - 9:00. Oftentimes, a new skill was introduced at this time or an interesting book was discussed. This group meeting made the children feel that they belonged to a club.

Total results of the first grade Basecheck tests were: the class average on the entire test in September, 1972, was 68.19 (out of a possible score of 100); the class average of the entire test in May, 1973, was 97.45 (out of a possible score of 100).

Various approaches were used in coordinating the program with the teachers. In some cases we communicated daily in writing with the classroom teacher, and she did likewise with us; in other cases, we used entirely different books. It is my belief that the daily communication between the classroom teacher and remedial teacher works best with the very, very slow learning child.

We used the experience method at various times during the year -- particularly when there was snow, or a storm, or something exciting happened.

The booklets, "Phonics and Word Power" that is published by the Weekly Reader Company were used to teach the skills. The majority of the children progressed through three books.

In addition to the supportive services provided by Title I, Goldsmith participated in the Atlanta school system's Comprehensive Instructional Program (CIP). CIP places the main emphasis on diagnostic testing in the areas of reading and mathematics. Pupils in the first, second, and third grades received the reading diagnostic test four times throughout the year. Each child was tested on his own level of proficiency and immediate feedback was given to the teachers. In the 1972-73 school year, the CIP reading diagnostic testing was quite helpful to teachers in pinpointing both the competencies and problem areas of the children.

The CIP math diagnostic test was administered to the fifth and sixth grades only once during the year. This phase of the CIP program has not been perfected to the level of the reading phase of the program.

In addition to the testing, assistance was available from the Area III CIP personnel upon request by the teachers. Limited funds were also available to the schools for the purchase of related supplementary instructional materials and supplies.

X. EVALUATION

The program at Goldsmith Elementary School for 1972-73 was evaluated in terms of the progress made in achieving the goals and the stated objectives. Each of the objectives will be restated and the results of each evaluation enumerated.

A. Behavioral Objective

The pupils at each grade level at Goldsmith will attain the predicted level on achievement tests as determined by their scores on the April, 1973 Iowa Tests of Basic Skills (ITBS).

Results

The following data are necessary to evaluate the goal:

Grade	Predicted Grade Equivalent	Actual Grade Equivalent	Predicted Achievement Index
2	2.4	3.1	130
3	2.9	3.2	110
4	3.8	3.3	86
5	4.2	4.1	97
6	5.0	4.7	93
7	5.6	5.2	93

The predicted grade equivalent for each grade was the result of a regression formula which included the following variables: (1) The grade equivalent in the areas of reading and math computation on the spring, 1972 Metropolitan Achievement Tests (MAT); (2) Percentage of paid lunches; (3) Stability of pupil enrollment; (4) Percentage of attendance and (5) Pupil-teacher ratio. The Actual Grade Equivalent was the average of the scores each grade achieved on the Iowa Tests of Basic Skills (ITBS) administered in April, 1973. The Predicted Achievement Index (PAI) for each grade was obtained by dividing the Actual Grade Equivalent by the Predicted Grade Equivalent. A PAI of 99 or above would indicate that a grade had attained the goal.

The two grades which attained this achievement goal were the second and third grades. Both far exceeded the minimum index value of 99. The fifth grade PAI of 97 was close to the 99 value, but still lacked the qualifying value. The sixth and seventh grades both received a 93 PAI indicating their scores were six points below the goal. The fourth grade PAI of 86 was the lowest of all grades and this score was thirteen points below the goal.

Based on the above analysis, there were only two grades, the second and third, which attained this achievement goal. The fifth grade came close to attaining it, but the other three grades were well below the stated goal.

B. Behavioral Objective

Based on a longitudinal study, pupils in grades two through six will show an annual improvement in self-concept and attitude toward school as measured by the Self-Appraisal Inventory (SAI) and the School Sentiment Index (SSI). A higher percentage for 1972-73 than was registered for 1972-73 will determine attainment of this goal.

Results

Tables 1 and 2 contain the data for the 1971-72 school year and Tables 3 and 4 contain the data for the 1972-73 school year. Because the primary and intermediate levels took different forms of the SAI and SSI, evaluation will be determined by analyzing the results at these two different levels.

TABLE 1

A COMPARISON OF THE PERCENTAGES OF FAVORABLE RESPONSES ON THE
SELF-APPRAISAL INVENTORY AND SCHOOL SENTIMENT INDEX
PRIMARY LEVEL
APRIL, 1972

	Self-Appraisal Inventory					School Sentiment Index					
Group	Peer	Family	School	General	Overall	Teacher	School Subjects	School Social Structure and Climate	Peer	General	Overall
First Grade N = 21	64.8	69.0	79.0	76.7	72.4	69.4	85.0	66.7	77.1	80.2	76.0
Second Grade N = 24	62.8	59.7	65.3	77.3	66.4	66.7	76.8	58.3	71.7	68.1	68.8
Third Grade N = 18	62.8	42.6	59.7	76.5	61.9	40.5	56.3	28.9	57.8	41.7	45.4

TABLE 2

A COMPARISON OF THE PERCENTAGES OF FAVORABLE RESPONSES ON THE
SELF-APPRAISAL INVENTORY AND SCHOOL SENTIMENT INDEX
INTERMEDIATE LEVEL
APRIL, 1972

	Self-Appraisal Inventory					School Sentiment Index					
Group	Peer	Family	School	General	Overall	Teacher	School	Learning	Peer	General	Overall
Fourth Grade N = 22	50.9	66.1	59.5	64.1	60.2	59.4	54.5	65.2	55.9	63.6	58.8
Fifth Grade N = 29	60.9	69.0	64.3	67.6	65.4	71.3	60.3	74.1	73.8	73.2	69.7
Sixth Grade N = 23	54.6	59.1	56.1	62.4	58.0	62.8	53.0	61.6	63.5	65.7	61.0

TABLE 3

A COMPARISON OF THE PERCENTAGES OF FAVORABLE RESPONSES ON THE SELF-APPRAISAL INVENTORY AND THE SCHOOL SENTIMENT INDEX
PRIMARY LEVEL
APRIL, 1973

	Self-Appraisal Inventory					School Sentiment Index					
Group	Peer	Family	School	General	Overall	Teacher	School Subjects	School Social Structure and Climate	Peer	General	Overall
First Grade N = 25	64	76	69	73	71	48	84	63	43	73	62
Second Grade N = 19	66	72	75	81	74	67	76	63	75	71	70
Third Grade N = 15	65	54	60	69	62	34	67	29	50	28	42

TABLE 4

A COMPARISON OF THE PERCENTAGES OF FAVORABLE RESPONSES ON THE SELF-APPRAISAL INVENTORY AND THE SCHOOL SENTIMENT INDEX
INTERMEDIATE LEVEL
APRIL, 1973

	Self-Appraisal Inventory					School Sentiment Index					
Group	Peer	Family	School	General	Overall	Teacher	School	Learning	Peer	General	Overall
Fourth Grade N = 19	61	68	71	71	68	56	47	57	48	59	53
Fifth Grade N = 19	53	67	56	60	59	62	48	67	55	50	56
Sixth Grade N = 19	63	65	63	70	65	55	41	60	56	46	52

At the primary level, the percentage of favorable responses on the SAI in the composite or overall category was as follows:

Grades	SAI 1971-72	SAI 1972-73
1	72.4	71
2	66.4	74
3	61.9	62

For the primary level, only the second grade pupils scored at a higher percentage level on the Self-Appraisal Invenotry (SAI) for 1972-73 than for 1971-72. Therefore, in regard to the Self-Appraisal Inventory (SAI), only one of the three grades attained the goal.

At the primary level, the percentage of favorable responses on the School Sentiment Index (SSI) in the composite or overall category was as follows:

Grades	SSI 1971-72	SSI 1972-73
1	76.0	62
2	68.8	70
3	45.4	42

For the primary level, once again the second grade scored at a higher percentage level for 1972-73 than for 1971-72. Therefore, in regard to the School Sentiment Index (SSI), only one of the three grades attained the goal.

At the intermediate level, the percentage of favorable responses on the SAI in the composite or overall category was as follows:

Grades	SAI 1971-72	SAI 1972-73
4	60.2	68
5	65.4	59
6	58.0	65

For the intermediate level, there were two grades, the fourth and sixth, which scored at a higher percentage level on the Self-Appraisal Inventory (SAI). Therefore, two of the three grades attained the goal.

At the intermediate level, the percentages of favorable responses on the SSI in the composite or overall category was as follows:

Grades	SSI 1971-72	SSI 1972-73
4	58.8	53
5	69.7	56
6	61.0	52

For the intermediate level, none of the three grades scored at a higher percentage level on the SSI for 1972-73 than for 1971-72. Therefore, in regard to the School Sentiment Index (SSI), none of the grades attained the goal.

An overall evaluation of the self-concept and atttitude toward school goal would be three of the six grades on the SAI and only one of the six grades on the SSI attained the goal. Thus, based on this information, Goldsmith was more successful in improving the self-concept of its pupils than in improving the attitude toward school.

C. Behavioral Objective

Title I pupils enrolled in grades two through seven will increase their scores between pre and post tests in the area of reading on the Metropolitan Achievment Tests (MAT) at the rate of at least one month's gain for each month in the English-Reading activity.

Results

The following data are available for evaluating this goal:

Reading Gains for Title I Pupils

	2nd	3rd	4th	5th	6th	Average
Gain	.7	.9	.7	-1.0	1.0	.5
Number of Pupils	10	6	2	2	3	23

There were 41 Title I pupils at Goldsmith; therefore, pre and post tests data were unavailable on seventeen of the pupils.

The Title I pupils in grades two, three, four, and six surpassed the Title I goal. The sixth grade Title I pupils did unusually well because these three pupils gained a whole year in reading; this gain is four months above the goal. The average Title I pupils' gain at Goldsmith was .5 which is below the Title I goal. This average results from the extremely low scores of the two fifth grade pupils tested; the average for these two fifth grade pupils was -1.0 which is a loss of one year. Obviously, there were extenuating circumstances which caused this extreme loss. In a conversation with the Lead Teacher, the following comment was made: "one of the pupils was emotionally disturbed and the other pupil should have been in an EMR class."

The Title I personnel at Goldsmith are to be commended for the very substantial gains made by the Title I pupils in four of the five grades.

D. Behavioral Objective

Pupils enrolled in first grade will score at least 100 (out of a possible 100 points) on Basecheck after participation in the English-Reading activity sponsored by Title I personnel.

Results

The Title I lead teacher and the Title I aides made a commitment to assist the first grade pupils at Goldsmith in order for them to begin reading with all the necessary skills. The first grade pupils were tested on Basecheck in September, 1972 and their score was 68.19 at this time. The posttest administered in May, 1973 to the first grade yielded an average score of 97.45. Thus, the first grade goal was not attained.

It should be noted that the pupils made a substantial gain from September to May and this is a credit to both the first grade teacher and the Title I personnel.

E. Behavioral Objective

The Title I lead teacher will contact the parents of all Title I pupils to inform them of the program and the progress of their children, and to attempt to involve them in the activities of their children and the school.

Results

The Title I lead teacher began the school year with a request for parental conferences with the parents of the 41 pupils. The form utilized by the lead teacher is shown in the Appendix. The response from the parents was fair but some of the parents could not attend because of work or the responsibility of preschool children.

Throughout the year, the lead teacher served as a liaison between the Title I pupils with whom she worked and the parents of these pupils. There were no formal meetings held by the Title I personnel during the school year, but the Title I lead teacher did attempt to keep the parents informed.

There was no statistical measurement of increased involvement by Title I parents but a subjective evaluation by the lead teacher indicated that there was an increase in parental involvement. Because the 1972-73 school year was the first one in which Title I pupils were identified by name, it would be possible to have better interaction with the parents.

F. Behavioral Objective

A pretest measuring self-concept and attitude toward school will be administered to provide the Title I lead teacher and the regular classroom teachers with information about the levels of the Title I pupils. Utilizing this information, the personnel at Goldsmith can provide activities for those pupils with low self-concepts.

Results

The results of the pretesting of the Title I pupils on both the California Test of Personality (CTP) and the School Sentiment Index (SSI) are reported in Tables 5 and 6. Because of the different forms for primary and intermediate level pupils, it is necessary to separate the two groups. The results on both tests were reported to Title I personnel at Goldsmith.

TABLE 5

PERCENTAGES OF FAVORABLE RESPONSES ON THE
CALIFORNIA TEST OF PERSONALITY AND SCHOOL SENTIMENT INDEX
FOR GOLDSMITH ELEMENTARY TITLE I PUPILS
PRIMARY LEVEL
(PRETEST)
OCTOBER, 1972

	California Test of Personality				School Sentiment Index					
Grade	Self-Reliance	Personal Worth	Personal Freedom	Feeling of Belonging	Teacher	General	Peer	School Social Structure and Climate	Subjects	Overall
First N = 6	81	69	85	77	60	72	80	76	76	72
Second N = 12	52	67	66	71	68	67	70	71	58	67
Third N = 8	59	55	66	58	64	67	52	88	48	65
Total N = 26	61	64	70	68	65	68	67	77	59	68

TABLE 6

PERCENTAGES OF FAVORABLE RESPONSES ON THE
CALIFORNIA TEST OF PERSONALITY AND SCHOOL SENTIMENT INDEX
TITLE I, INTERMEDIATE LEVEL
(PRETEST)
OCTOBER, 1972

	California Test of Personality				School Sentiment Index					
Grade	Self-Reliance	Personal Worth	Personal Freedom	Feeling of Belonging	Teacher	School	Peer	Learning	General	Overall
Fourth N = 4	56	65	75	77	71	63	65	83	81	71
Fifth N = 3	58	75	69	89	65	65	77	56	70	66
Sixth and Seventh N = 5	47	73	80	78	82	54	72	53	71	71
Total N = 12	53	71	76	81	74	59	71	64	74	70

As can be determined by reviewing Tables 5 and 6, the results of the self-concept and attitude toward school inventories indicated a highly positive pupil population in both of these areas. For the few pupils whose responses differed widely from the average Title I response, special activities were conducted by the Title I personnel. The posttest School Sentiment Index (SSI), administered in April, 1973, did not identify the Title I pupils; but based on the data for the pretest, it is safe to assume the Title I pupils' attitudes were equivalent to or better than the non-Title I Goldsmith pupil. Compare the data in Table 5 for the primary level, Title I pupils and Table 3 for the collective pupils in the primary grades. Compare the data in Table 6 for the intermediate level, Title I pupils and Table 4 for the collective pupils in the intermediate grade. These comparisons will indicate why this generalization is made.

Because the pretesting was completed on the Title I pupils and because the results were utilized by the Title I personnel in their work with the Title I pupils this objective was attained.

XI. COST ANALYSIS

A cost effectiveness analysis was completed for 1972-73 in an attempt to relate gains of the pupils on the Iowa Tests of Basic Skills (ITBS) to cost per pupil; Table 7 contains the cost analysis data. Expenditures were separated into General Funds, salaried and nonsalaried, and into compensatory funds, salaried and nonsalaried. The figures used in the analysis were obtained from the General Funds Financial Report and the Trust and Agency Report for the 1973 fiscal year; the latter report contains the compensatory funds such as Title I of the Elementary and Secondary Education Act and the Smith District funds from Title IV-A of the Social Security Act. The expenditure per pupil was based on the average daily attendance (ADA) of the pupils in each of the grade levels at Goldsmith; the ADA range varied from a low of 17 in the kindergarten to a high of 26 in the sixth grade.

The ultimate purpose of the cost analysis was to calculate the cost per unit of the Predicted Achievement Index (PAI). The PAI was derived from a prediction of the grade equivalent on the April, 1973, ITBS for a particular grade. Achievement test data were not available for the kindergarten and first grades, and it is, therefore, impossible to obtain a PAI for these two levels. The predicted grade

equivalent for each grade was the result of a regression formula which included the following variables: (1) The grade equivalent in the areas of reading and math computation on the spring, 1972 Metropolitan Achievement Tests (MAT); (2) Percentage of paid lunches; (3) Stability of pupil enrollment; (4) Percentage of attendance; and (5) Pupil-teacher ratio.

The Predicted Achievement Index (PAI) for each grade at Goldsmith was obtained by dividing the actual grade equivalent on the spring, 1973, ITBS by the predicted grade equivalent. The data utilized for calculating the PAI for each grade at Goldsmith, 1972, included the following:

Grade	Predicted Grade Equivalent	Actual Grade Equivalent	Predicted Achievement Index
2	2.4	3.1	130
3	2.9	3.2	110
4	3.8	3.3	86
5	4.2	4.1	97
6	5.0	4.7	93
7	5.6	5.2	93

These various PAI's were divided into the expenditures in both the general and compensatory categories at Goldsmith. There was some variability in the cost per unit of the PAI but a general conclusion would be acknowledgment that the cost per unit of PAI at Goldsmith was approximately the same for each pupil. The second grade cost per unit of $10.59 was lower than the other grades because of the extremely high PAI and the relatively low average daily attendance.

XII. CONCLUSIONS AND RECOMMENDATIONS

From the information included in this report and gathered through contact with the school during the school year with which this report is concerned, the following conclusions and recommendations are drawn:

A. The procedures used in the Title I English/Reading program were successful with many of the pupils. Additional or different activities should be employed with the less responsive pupils.

TABLE 7

COST ANALYSIS
TOTAL AVERAGE DAILY ATTENDANCE (KDG. - 7) = 177
1972-73

	Grades								
	Kdg.	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Average
Average Daily Attendance	17	25	22	21	24	22	26	20	22
A. General Funds									
1. Regular									
a. Salary	$1,058.77	$1,058.77	$1,058.77	$1,058.77	$1,058.77	$1,058.77	$1,058.77	$1,058.77	$1,058.77
b. Nonsalary	88.05	88.05	88.05	88.05	88.05	88.05	88.05	88.05	88.05
c. Total	$1,146.82	$1,146.82	$1,146.82	$1,146.82	$1,146.82	$1,146.82	$1,146.82	$1,146.82	$1,146.82
2. Comprehensive Instructional Program									
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
b. Nonsalary	3.27	3.27	3.27	3.27	3.27	3.27	3.27	3.27	3.27
c. Total	$ 3.27	$ 3.27	$ 3.27	$ 3.27	$ 3.27	$ 3.27	$ 3.27	$ 3.27	$ 3.27
3. Total General Funds									
a. Salary	$1,058.77	$1,058.77	$1,058.77	$1,058.77	$1,058.77	$1,058.77	$1,058.77	$1,058.77	$1,058.77
b. Nonsalary	91.32	91.32	91.32	91.32	91.32	91.32	91.32	91.32	91.32
c. Total	$1,150.09	$1,150.09	$1,150.09	$1,150.09	$1,150.09	$1,150.09	$1,150.09	$1,150.09	$1,150.09
B. Compensatory Funds									
1. Title I									
a. Salary	$ -0-	$ 209.79	$ 209.79	$ 209.79	$ 209.79	$ 209.79	$ 209.79	$ 209.79	$ 209.79
b. Nonsalary	-0-	1.18	1.18	1.18	1.18	1.18	1.18	1.18	1.18
c. Total	$ -0-	$ 210.97	$ 210.97	$ 210.97	$ 210.97	$ 210.97	$ 210.97	$ 210.97	$ 210.97
2. Smith District IV									
a. Salary	$ 296.46	$ 15.75	$ 15.75	$ 15.75	$ 15.75	$ 15.75	$ 15.75	$ 15.75	$ 42.71
b. Nonsalary	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	0
c. Total	$ 296.46	$ 15.75	$ 15.75	$ 15.75	$ 15.75	$ 15.75	$ 15.75	$ 15.75	$ 42.71
3. Total Compensatory Funds									
a. Salary	$ 296.46	$ 225.54	$ 225.54	$ 225.54	$ 225.54	$ 225.54	$ 225.54	$ 225.54	$ 232.35
b. Nonsalary	-0-	1.18	1.18	1.18	1.18	1.18	1.18	1.18	1.07
c. Total	$ 296.46	$ 226.72	$ 226.72	$ 226.72	$ 226.72	$ 226.72	$ 226.72	$ 226.72	$ 233.42
C. Total Per Pupil Cost									
a. Salary	$1,355.23	$1,375.63	$1,284.31	$1,284.31	$1,284.31	$1,284.31	$1,284.31	$1,284.71	$1,291.12
b. Nonsalary	91.32	92.50	92.50	92.50	92.50	92.50	92.50	92.50	92.39
c. Total	$1,446.55	$1,468.13	$1,376.81	$1,376.91	$1,376.81	$1,376.81	$1,376.81	$1,376.81	$1,383.51
Predicted Achievement Quotient	---	---	130	110	86	97	93	93	101
Cost Per Unit of Predicted Achievement Quotient									
A. General	---	---	$ 8.85	$ 10.46	$ 13.37	$ 11.86	$ 12.37	$ 12.37	$ 11.39
B. Compensatory	---	---	1.74	2.06	2.64	2.34	2.44	2.44	2.31
C. Total	---	---	$ 10.59	$ 12.52	$ 16.01	$ 14.20	$ 14.81	$ 14.81	$ 13.70

B. Efforts should be made to identify the successful practices and techniques that have helped to maintain a high level of achievement in certain grade levels for the 1972-73 school year.

C. Because the intermediate level pupils are lower in self-concept and attitude towards school, personnel at Goldsmith should concentrate on activities for these grades.

D. Greater effort needs to be elected to improve parental involvement and there needs to be some research design for this involvement.

XIII. SUMMARY

Goldsmith Elementary ceased to exist at the end of the 1972-73 school year. Its closing was the result of numerous factors -- a court order, business encroachment, and a very old building, just to mention a few. The staff at Goldsmith is to be commended for having been so successful during a school year when, for approximately five months before the close of school, the entire faculty was uncertain about their assignments for 1973-74. Apparently they were able to conceal their anxiety from the pupils because, as a whole the school was quite successful in attaining their goals.

APPENDIX

TITLE I SPECIFIED CHILDREN

NAME _____ DATE _____

GRADE _____ SUBJECT _____

INSTRUCTIONAL PRESCRIPTION

1. _____ Needs instruction in:

2. _____

3. _____

4. _____

Suggested Materials

FEEDBACK SHEET DATE _____

From classroom teacher and educational aide

Results:

1.

2.

3.

4.

COMMENTS:

TO THE PARENTS OF 41 CHILDREN

Your child has been selected to receive extra help this school term in reading. I would like to have a conference with the parents of these children who are to receive this help.

Please sign for one of the afternoons that is most convenient for you. Have your child return this form.

Thank you.

Check one:

I can come _____

I cannot come _____

Please put a check by the afternoon you select.

Tuesday, Sept. 26	2:30 - 3:00	_____
Wednesday, Oct. 4	2:30 - 3:00	_____
Thursday, Oct. 12	2:30 - 3:00	_____

Parent's Signature _____